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This guide describes specific steps and techniques for use in planning and implementing complete desegregation of school systems as prescribed by law. In chapters I and II, the types of information required for effective desegregation planning and appropriate techniques for information analysis are listed. Ten alternative desegregation techniques are discussed and illustrated in chapter III. In chapter IV, general criteria for the reassignment of faculty and staff on a desegregated basis are suggested. A checklist of 41 questions for school officials and teachers engaged in desegregation planning is included in chapter V. Chapter VI covers elements which should be contained in a final desegregation plan and techniques for presentation of the final plan. The appendix includes sample forms and maps for use in data collection and analysis, and a list of sources for technical assistance in desegregation planning. Related documents are EA 002 387 and EA 002 388. (JH)

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PLANNING EDUCATIONAL CHANGE: VOLUME I. TECHNICAL ASPECTS OF SCHOOL DESEGREGATION

OE-38014

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

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EA 002 386

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PREFACE

The responsibility for desegregation of public schools is clear. The Supreme Court recently made local school districts accountable for expediting elimination of the dual structure of schools. In addition, the Office for Civil Rights in the Department of Health, Education, and Welfare is requiring school districts to develop plans for complete elimination of the dual structure by academic year 1969-70. For most school districts these requirements mean an end to freedom-of-choice plans, which have resulted, at best, in limited progress toward complete desegregation and, at worst, in little or no desegregation.

The problem is how to develop effective desegregation plans in the light of Supreme Court decisions and the policies of the Department of Health, Education, and Welfare. Local school officials involved in the desegregation process have expressed need for a guide to equip them with information necessary for designing such plans.

Nowhere does there exist an organized compilation of the kinds of data needed or the steps that could be taken. For the most part, knowledge and information have been acquired through actual experience in plan development, often by trial and error, and passed on by word of mouth, frequently in piecemeal fashion.

This guide describes a step-by-step process for planning the complete desegregation of school systems. Since it represents the first known attempt to collect and organize this type of knowledge and information and since local school districts vary from State to State and from region to region, the material should be used only as suggestions.

Further, it emphasizes only the process of physical desegregation. The process of integrated education may be said to begin where desegregation ends.

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I. DATA REQUIRED FOR DESEGREGATION PLANS

The development of a sound desegregation plan depends upon cooperation between the local school officials and technical assistance personnel in collecting accurate data and information about the school system. Some of the kinds of information needed include:

- o Student enrollments by school, grade, race
- o Staff assignments by school, position, race
- o Capacity, age, location and adequacy of all school facilities
- o Curricular and extracurricular offerings in each school
- o Demography and geography of the community, including potential safety hazards
- o Distances between schools and between population centers
- o Transportation facilities available
- o Tax base and fiscal information
- o Organization and current policies of the school district
- o Past efforts to desegregate
- o Office for Civil Rights, D/HEW, compliance requirements.

The following are suggested as means of obtaining the necessary facts:

1. Building information

To develop a plan, data on staff, building capacity, students, grade level, and so forth are necessary. This type of information can be supplied by each school principal on a form such as that suggested in the appendix on pages A and B.

2. Proposed building information

Information on future construction plans, including long-range projected plans, should be obtained. See the form in the appendix, pages A and B.

3. Pupil locator maps

A pupil locator map for each school should be prepared by local school officials. The lowest grade of each school usually enrolls the greatest number of pupils. Thus, plotting the location of the students in the lowest grade of every school in the system should prove to be representative of total student distribution. For example, if the school system is set up as 6–3–3, three pupil locator maps should be prepared. The first map would locate every student in the 1st grade, the second map would locate every student in the 7th grade, and the third map would locate every 10th-grade student. If the school system is 4–4–4, a separate map should be prepared for students in grade 1, students in grade 5, and students in grade 9.

In addition, it is important to obtain projected figures for the student population over the next 5 years, and to foresee changing housing patterns in the community. These procedures may prevent re-segregation in the future.

The residences of Negro and white students should be plotted on maps by the use of different symbols or colors. For example, white students could be plotted with red dots and Negro students with green dots. (See appendix, page C.)

Maps of adequate size should be used. They may be procured from the local Chamber of Commerce, State and county highway departments, or other municipal agencies. Duplicate copies of these maps will be needed.

In some cases a separate locator map for each school may be necessary. These maps can show the flow patterns of students as established under present policies.

4. School and school site map

A map should be obtained which shows the location of each school in the system. Schools should be placed on the map, coded as to level. In addition, all proposed buildings and sites owned by the board should be shown. All schools should be located in blue; elementary schools ○, intermediate schools △, and high schools □. (See appendix, page D.)

5. Transportation maps

Maps should be obtained showing all bus routes, the schools served, the number of miles driven for each route, and the number of students living on each route. Students should be designated by race. (See appendix, page E.)

6. Demographic smear map

This map shows the community population distribution by race. (See appendix, page F.)

II. EFFECTIVE USE OF DATA

As a preliminary step to the use of data obtained, an on-site inspection should be made of community housing patterns and existing school facilities. A ride through the community surrounding each school and an external examination of schools and school sites will usually be sufficient. This inspection will provide the background necessary to work effectively with the data collected, and a demographic smear map could be prepared at the same time. (See appendix, page E.) The following materials are useful in working with the data collected:

1. Acetate overlays sufficiently large to cover the maps being used. Acetate at .0035 thickness seems to be the most appropriate. This may be obtained at engineering and art supply houses.

2. Grease pencils -- red, blue, green, and black

3. Cloth or tissues for erasing

4. Transparent tape, thumb tacks, paper clips

5. An adding machine, if possible.

It is best to develop two copies of all overlays and maps.

The following steps have proved successful in the development of desegregation plans and might serve as useful guides once the data have been assembled.

The examples used are based on an average-sized school district organized on a 6–3–3 grade structure. As the size and grade structure vary, these steps may be modified. For illustration, the maps included in the appendix have been reduced in size, with the exception of the pupil locator map. For urban areas of dense population, a map scale of 1 or 2 inches to a mile is recommended.

1. As a reference guide, the following symbols and colors will provide easy identification:

White students	-- Red dots
Negro students	-- Green dots
Elementary schools	-- Blue circles
Intermediate schools	-- Blue triangles
High schools	-- Blue squares
Zone lines	-- Black

2. In most cases, it is advantageous to start with the elementary schools. Place a sheet of acetate overlay over the school locator map and mark all elementary schools on the acetate with a blue circle. Either on the edge of the acetate or on a separate sheet of paper place the following information for each school:

   a. Name of school
   b. Date of construction
   c. State rated capacity
   d. Current enrollment
   e. Number of portable classrooms, if any.

As additional information is needed, consult data sheets for individual and surrounding schools (appendix, pages A and B, Building Information Form.).

3. Remove overlay from school locator map and secure over elementary pupil locator map.

4. Consider the location of pupils in relation to the existing elementary schools (page D in the appendix).

5. Where simple zoning does not result in significant desegregation, techniques should be considered such as:

a. Pairing of schools
b. Grade structure reorganization
c. Central schools
d. School closing
e. Special-service schools
f. Education parks
g. Education complexes
h. Metropolitan plans
i. Magnet schools
j. Construction (where financially feasible).

Conditions favorable to the use of these techniques are discussed in the following section.

6. Using zoning and other techniques, establish on the acetate a plan for elementary schools which is educationally sound and administratively feasible. All techniques used should be clearly indicated on the acetate.

7. Repeat steps numbers 2–6 for the intermediate schools, keeping in mind that elementary school zones should, where possible, feed intermediate school zones. The acetate containing the elementary plan can be occasionally placed over the intermediate overlay to check for desirable feeder patterns.

8. Repeat steps numbers 2–6 for the high schools, keeping in mind that both elementary and intermediate zones should feed high school zones.

9. A permanent map for each level should be prepared from the acetates and a narrative description of the plan should be prepared for explanation to those involved in the desegregation of the school district. The written plan should include pertinent background information as well as specific recommendations developed for transition to a unitary system, including desegregation of faculty and staff, elimination of a dual transportation system, and policy on future construction and minority transfer policies.

10. Alternate plans should be developed where it is clear that more than one technique would result in complete desegregation or where other factors might be present that would dictate the need for an alternative, such as the relative educational soundness of various techniques.

Following are descriptions of various techniques for use in developing desegregation plans and a description of the manner in which a final plan should be presented. Presentation to local school officials and the public should be kept in mind throughout the development process, with particular emphasis upon the kind of plan(s) developed and why.

III. DESEGREGATION TECHNIQUES

The techniques for developing an effective plan vary, since they are contingent upon such factors as size of the student population, residential patterns of the community, number and location of schools in the system, and grade levels served by each school. Those discussed in this section have been used by many school systems. In some cases one of the techniques will be adequate to do the job, but in larger systems a combination of one or more may be needed.

It will become necessary to analyze the data obtained and the maps and overlays developed in order to determine which technique is most effective in a particular situation.

ACKNOWLEDGEMENT

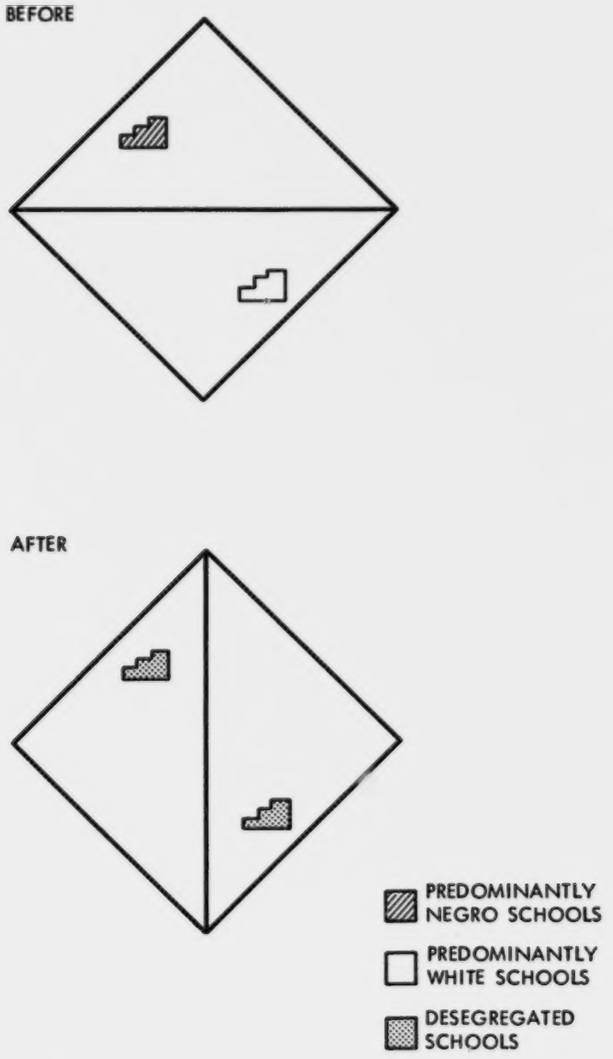
Charts illustrating desegregation techniques were adapted from Civil Rights Commission Clearinghouse Publication No. 8, June 1967, "Schools Can Be Desegregated."

GEOGRAPHIC ATTENDANCE ZONES

In many school systems it will be possible to assign students to schools on the basis of geographic attendance areas. Zone boundaries should be drawn in a manner promoting a maximum of desegregation in each school and in as many schools as is administratively feasible. This would tend to deter the process of resegregation or exclude it altogether as a possibility. In many cases it will be sufficient merely to enlarge existing attendance areas. In others, new and imaginative attendance areas must be drawn to assure that schools serve a racially and socially heterogeneous student population. Many systems have used school bus routes as a basis for establishing attendance areas.

GEOGRAPHIC ATTENDANCE ZONES

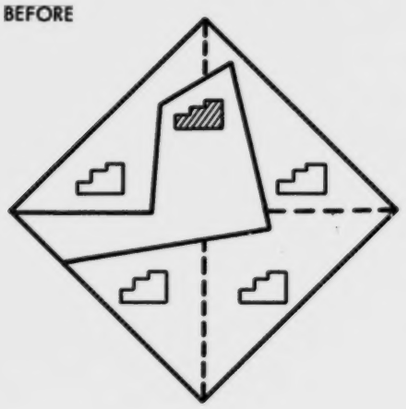
Illustration #1



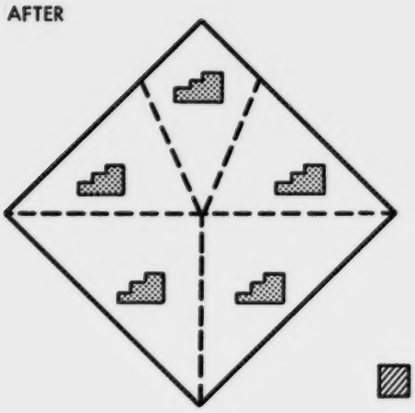
GEOGRAPHIC ATTENDANCE ZONES

Illustration #2

BEFORE



AFTER



PREDOMINANTLY NEGRO SCHOOLS

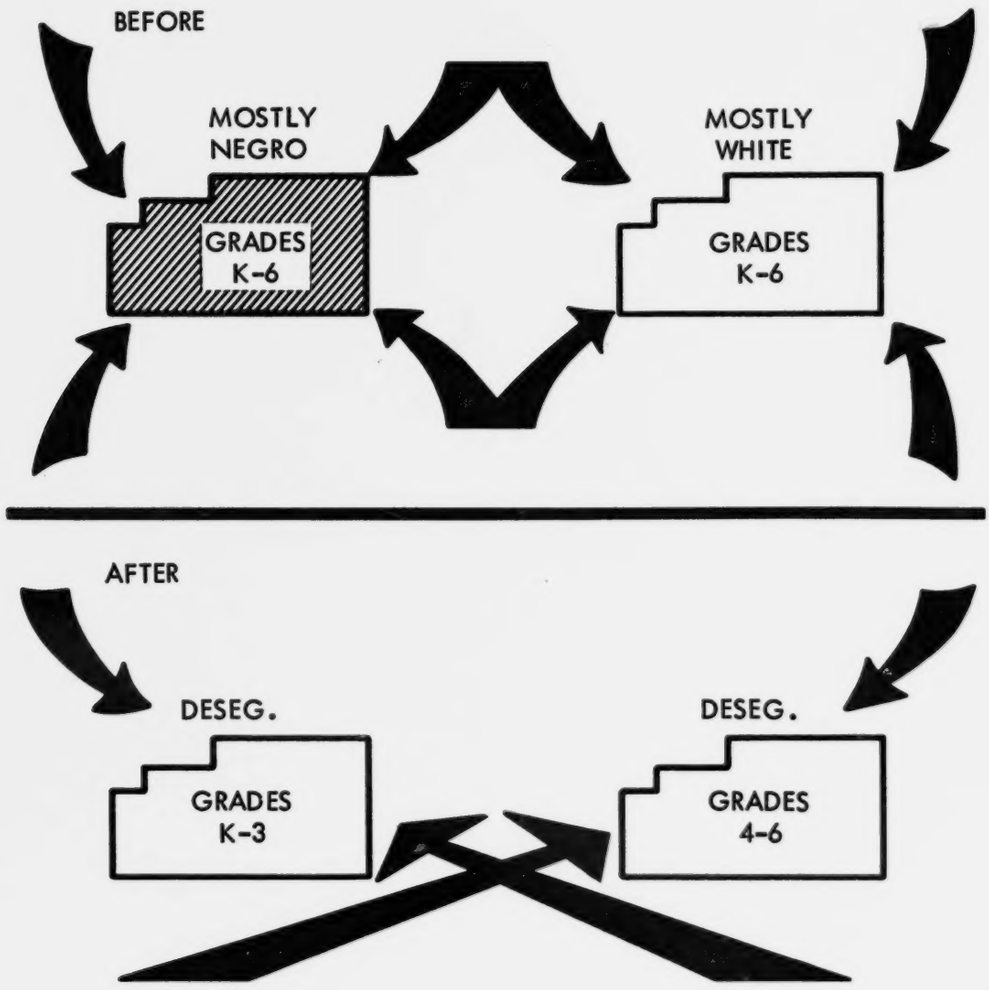
PREDOMINANTLY WHITE SCHOOLS

DESEGREGATED SCHOOLS

SCHOOL PAIRING

This method of desegregation is best suited to an area of a school system which has two comparable schools located within a relatively short distance of each other. Before pairing, one school might be a predominantly Negro school serving grades 1–6. The other school might be a predominantly white school serving the same grades. After pairing, one school could serve grades 1–3 and the other 4–6. In this way the former attendance patterns for the two schools would be merged to form one larger attendance area for both schools.

PAIRING

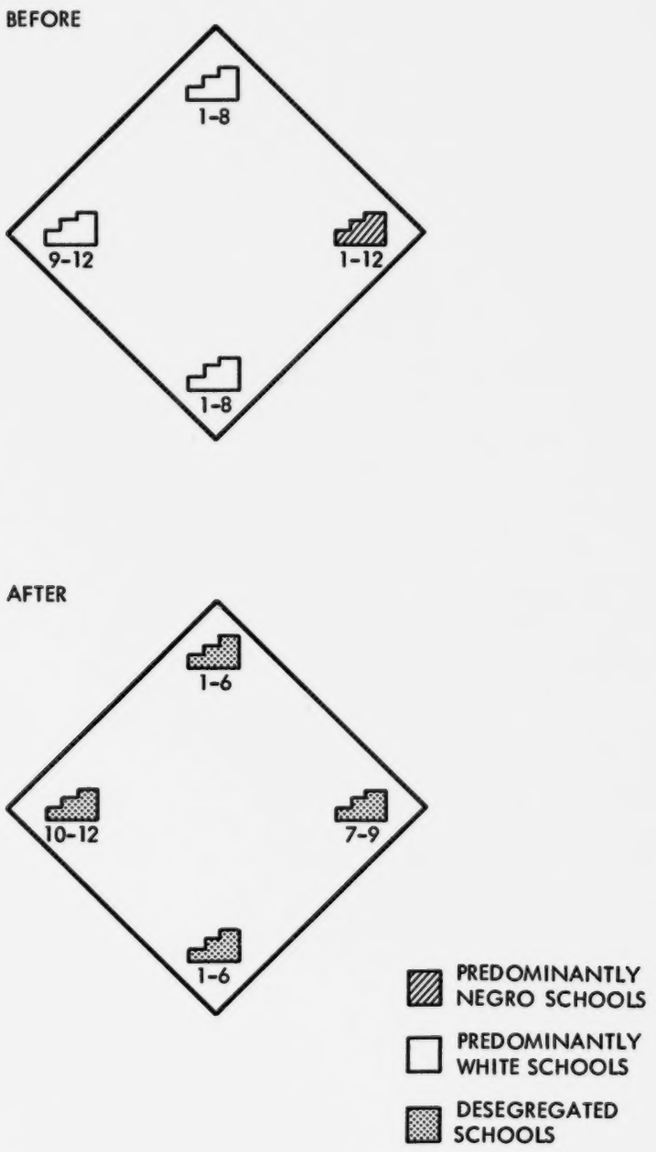


BEFORE PAIRING, STUDENTS ENROLL ACCORDING TO EACH SCHOOL'S ATTENDANCE AREA. AFTER PAIRING, STUDENTS OF BOTH ATTENDANCE AREAS ENROLL IN THE TWO SCHOOLS ACCORDING TO GRADE.

REORGANIZATION OF GRADE STRUCTURE

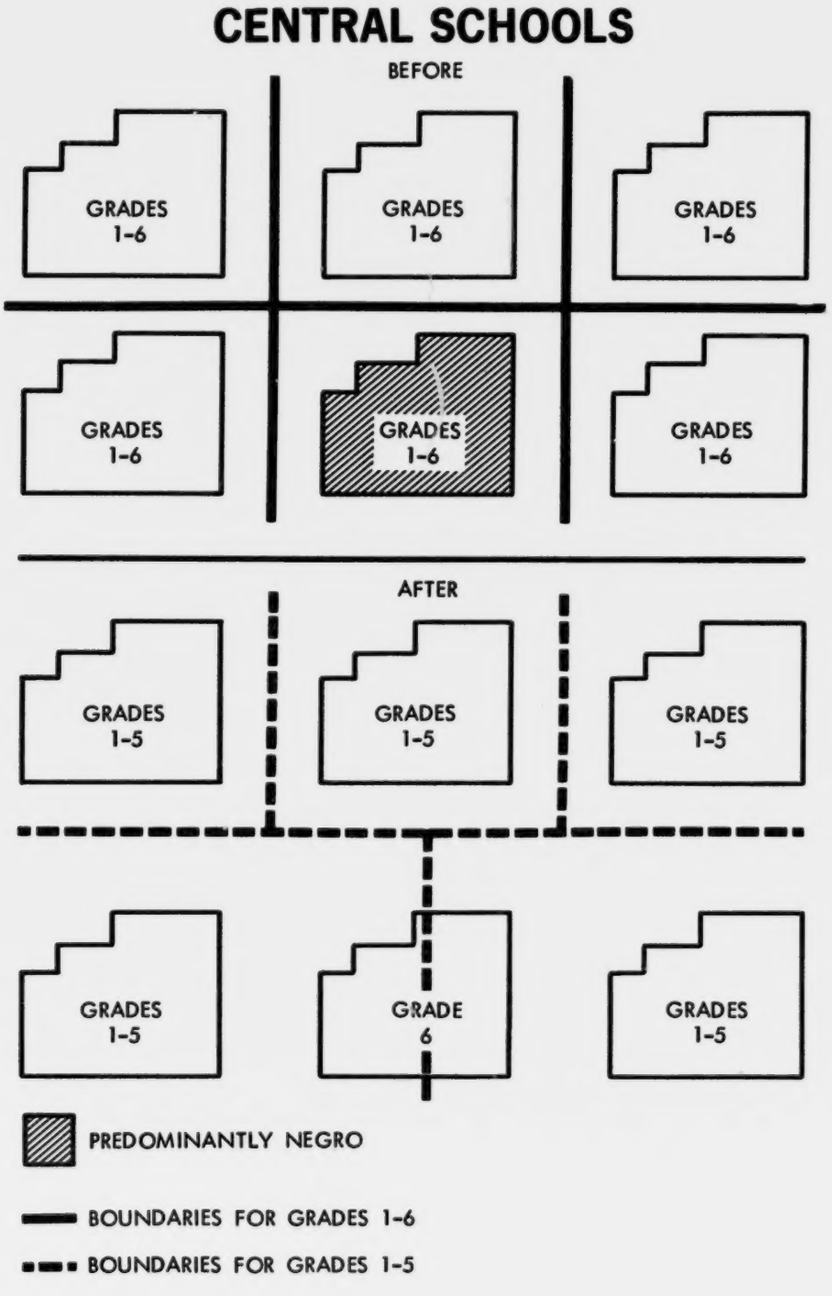
In some school systems, desegregation may be accomplished through changing the basic grade organization. Prior to reorganization there might be a predominantly Negro school serving grades 1–12, one predominantly white high school serving grades 9–12, and two predominantly white elementary schools serving grades 1–8. The system could be reorganized on a 6–3–3 basis for all schools. The formerly white high school could serve grades 10–12, fhe formerly Negro school could serve grades 7–9, and the formerly white elementary schools could be zoned to serve grades 1–6. Utilizing this method would not only completely desegregate the system but would also make full use of existing school plants.

REORGANIZATION OF GRADE STRUCTURE



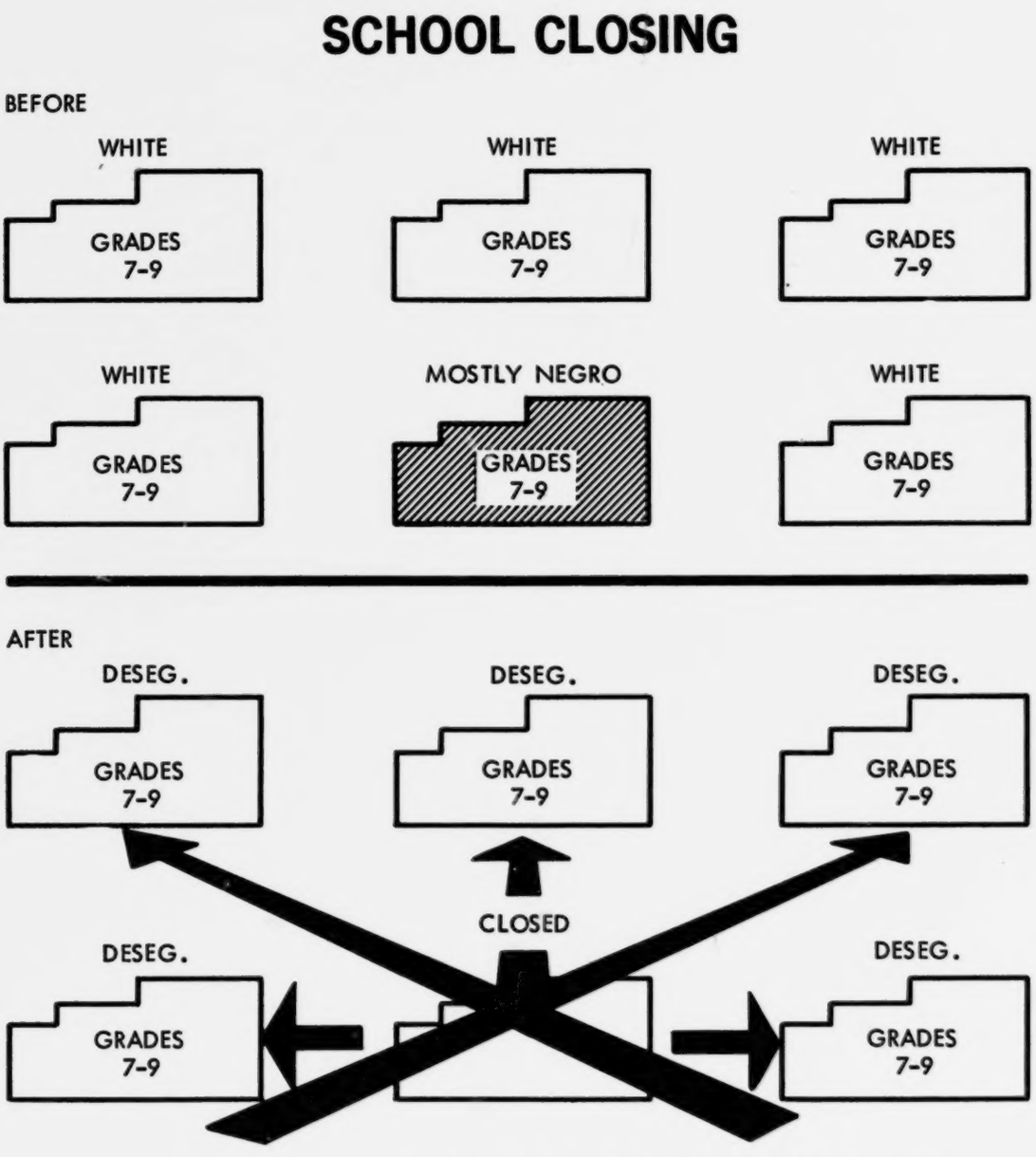
CENTRAL SCHOOLS

Central schools are established by converting one or more facilities into schools which serve a single grade for a much larger geographical area. Thus, when a central school is created, attendance areas for the remaining schools can be enlarged. For example, a predominantly Negro elementary school could be converted into a school for all 6th-grade students in the community. The remaining elementary schools would then serve only five grades.



SCHOOL CLOSING AND CONSOLIDATION

In many systems small inadequate schools exist which were originally established for students of a particular race. Such schools deny students equal educational opportunity and should be closed and the students assigned to other schools in the system. Consideration should be given to recommending, when administratively feasible, that schools not meeting State or other accreditation standards be closed. Recommendations should be made of other uses that could be made of the facility, such as adult education center, recreation center, reading center, special materials center.

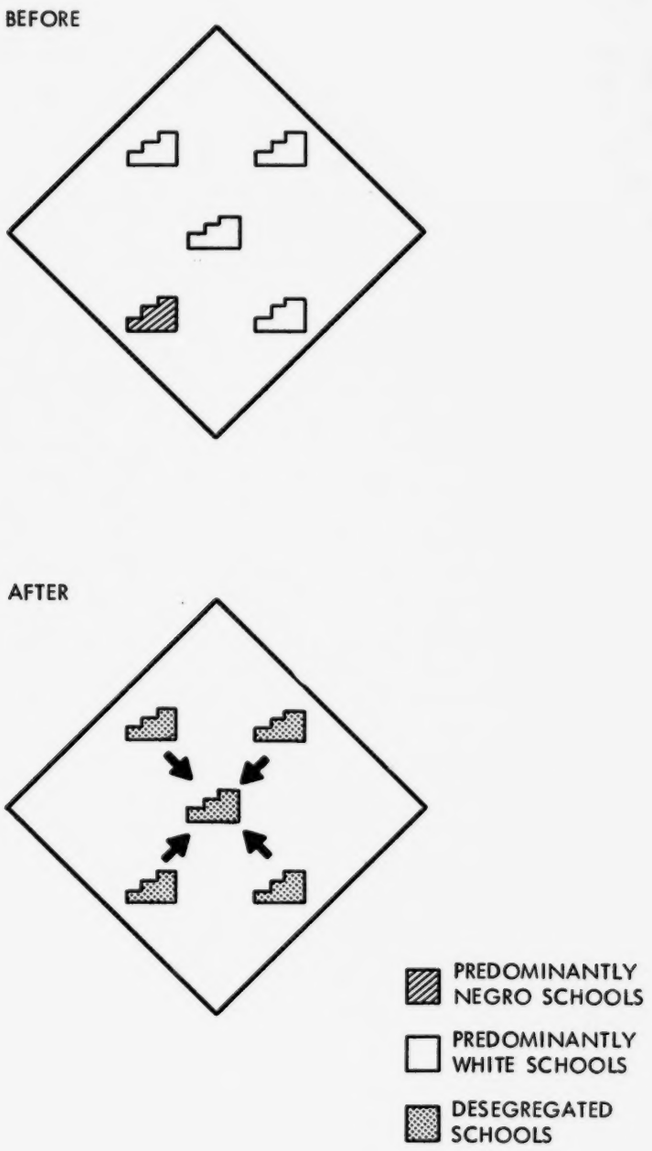


THE PREDOMINANTLY NEGRO JUNIOR HIGH SCHOOL IS CLOSED AND THE STUDENTS ARE ASSIGNED TO OTHER SCHOOLS.

ESTABLISHING SCHOOLS FOR SPECIAL SERVICES

A school formerly attended predominantly by students of one race may be converted into a special-services building to serve the entire system. The special-services needs of the system should be assessed to determine how the building might be best utilized. Such a facility could be used to house classes for the educable mentally retarded and physically handicapped students with hearing or sight difficulties, or as an adult education center, advanced learning center, or recreation center.

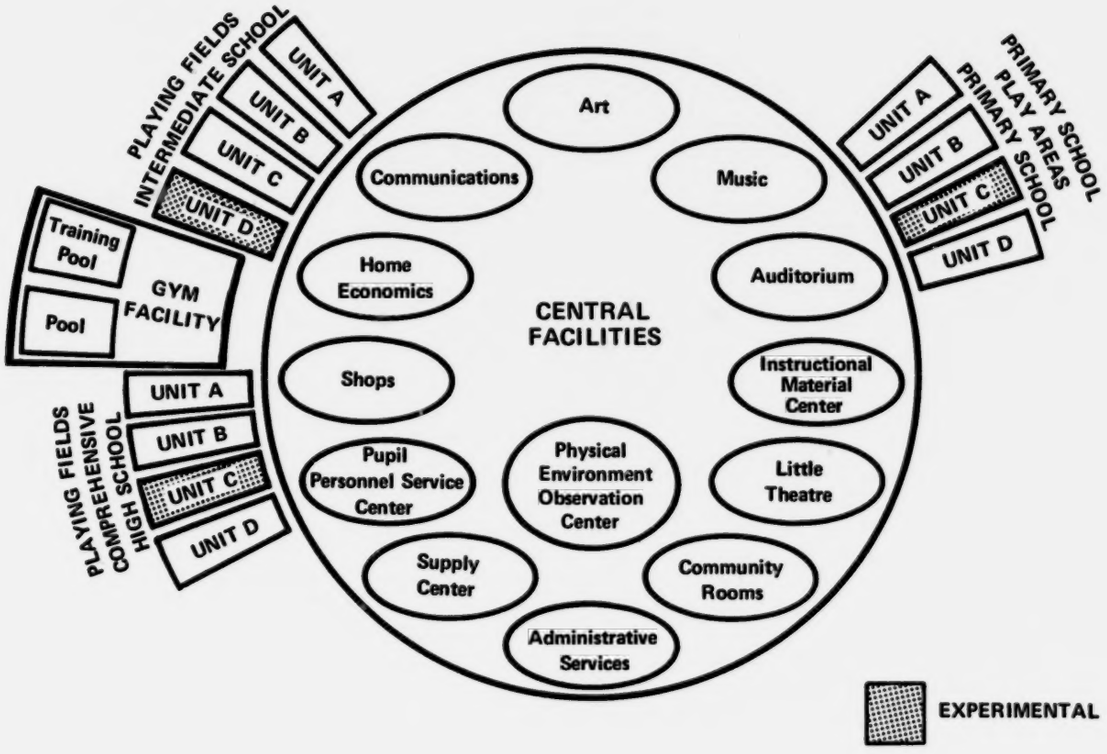
ESTABLISHING SCHOOLS FOR SPECIAL SERVICES



EDUCATION PARKS

For some communities the education park plan may be one of the best techniques for achieving desegregation, as well as for improving the overall quality of education and providing opportunities for specialized training. The education park could consist of one facility, centrally located, which would serve all students in the area. The park plan usually calls for new construction but it also permits more innovation and specialized facilities.

NEW YORK EDUCATION PARK PLAN

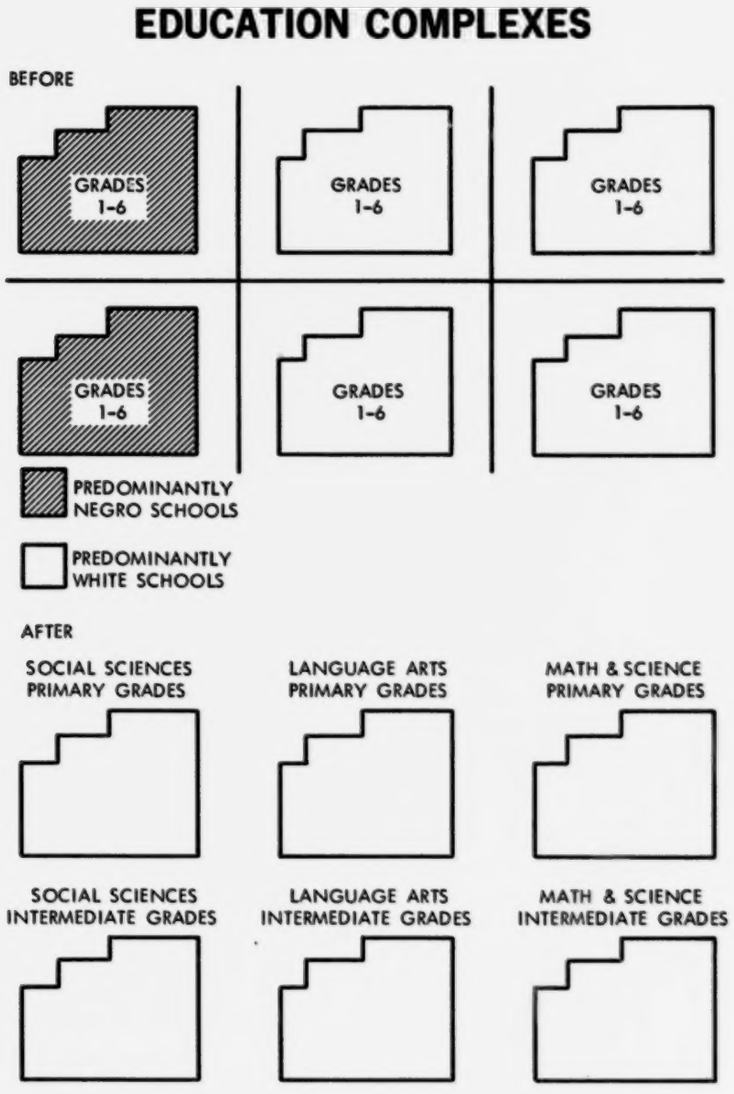


PLAN FOR NEW YORK'S NEW EDUCATION PARK PROVIDES FOR PRIMARY SCHOOLS FOR 2,800 PUPILS, INTERMEDIATE SCHOOLS FOR 3,600, AND A COMPREHENSIVE HIGH SCHOOL FOR 4,000. STUDENTS WILL BE GROUPED IN UNITS OF 700 EACH IN THE PRIMARY SCHOOLS, 900 IN THE INTERMEDIATE SCHOOLS, AND 1,000 IN THE HIGH SCHOOL. THE CENTRAL UNIT WILL OFFER COMMON FACILITIES FOR ALL SCHOOLS IN THE COMPLEX.*

*DIAGRAM ADAPTED FROM **SATURDAY REVIEW**, NOVEMBER, 1966.

EDUCATION COMPLEXES

This method may be suited for communities in which there are several schools of the same grade structure located relatively near each other. While it might be impossible to draw attendance zones that would desegregate such schools, reorganizing the academic program in each school so that course offerings are distributed among the schools on a departmentalized basis would result in all children attending all schools sometime during the day. This method would also provide for the best distribution of specialized personnel, since all children would be gathered in one building for each curricular area. One situation conducive to reorganization into an education complex would be an area of a community in which there are five elementary schools, two predominantly Negro and three predominantly white. The five schools could be reorganized into the following: a social science building, a language arts building, a math and science building, a central library building, and a special education building. The reorganization would result in more concentrated programs for all children in the area.



METROPOLITAN PLAN

The metropolitan plan may embody some or all of the features of education parks and complexes but differs in that it includes surrounding suburban areas. Thus, one large complex of buildings and facilities located in the the city would serve central city and suburban children. The site of the complex should be as convenient as possible to all areas that it serves and should be large enough to permit growth.

METROPOLITAN PLAN

Illustration #1

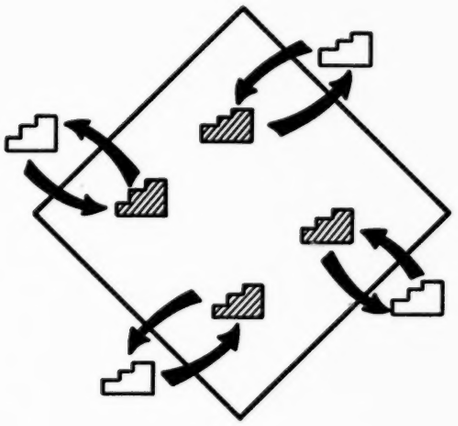
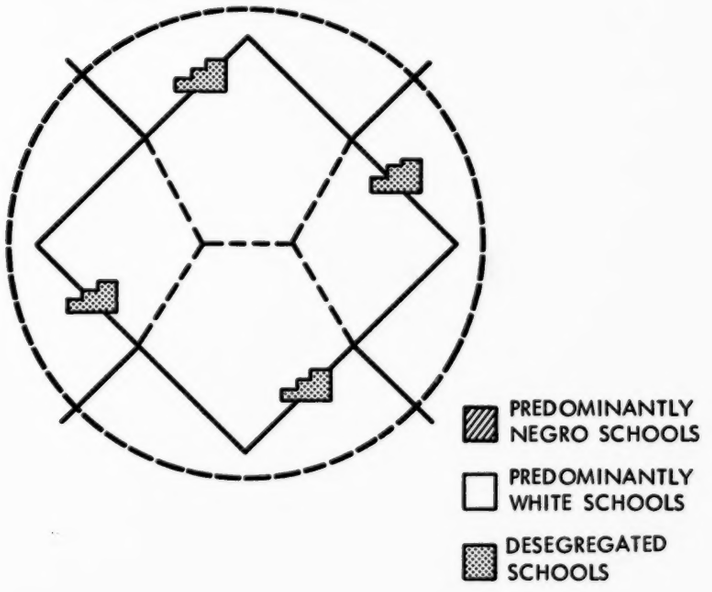


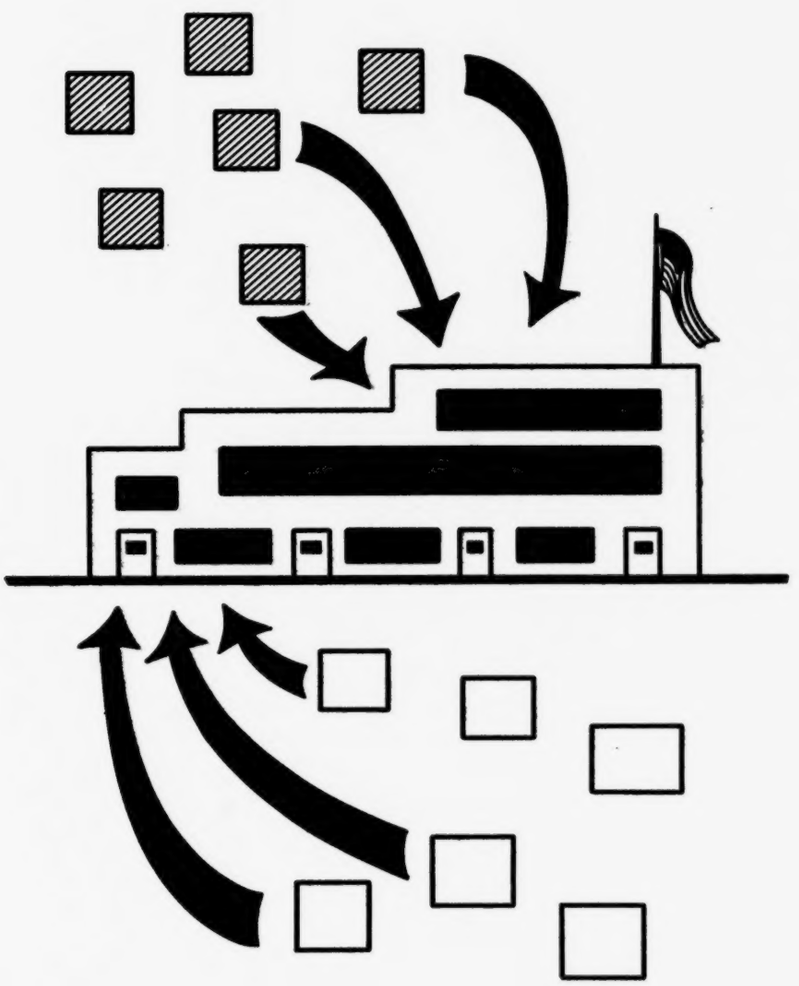
Illustration #2



MAGNET SCHOOLS AND SUPPLEMENTARY CENTERS

To attract students from a wide geographical area of a school district, programs which are innovative or which are designed to supplement activities existing in traditional schools could be offered exclusively at "magnet" schools. A supplementary center could also offer a special curriculum taught nowhere else in the system. Many students should be eager to choose to attend such a school on a full-time or part-time basis. Attracting students from as large a geographic area as possible would assure a more racially and socially heterogeneous student population.

MAGNET SCHOOLS



PREDOMINANTLY NEGRO SCHOOLS

PREDOMINANTLY WHITE SCHOOLS

IV. FACULTY AND STAFF DESEGREGATION

Faculty and staff desegregation is an essential part of the total desegregation process. In developing a plan for the complete desegregation of a school system, local school officials are responsible for reassigning staff so that no single school can be identified as being for one race. Since the reassignment of total staff must take into consideration the academic preparation and certification of each staff member, no specific guidelines can be formulated that would be applicable to every situation. There are, however, certain generally applicable criteria for the reassignment of staff on a desegregated basis:

1. To the extent possible, no school should have a faculty that can clearly be identified as intended for students of a particular race, color, or national origin. Where staff size permits, Negro and white personnel should be placed on the faculty of each elementary and secondary school in the system.

2. In the event of a reduction in staff or assignment to lower status due to complete desegregation, the staff members to be released or assigned to lower status positions must be selected from all the school system's professional staff members without regard to race, color, or national origin and on the basis of objective and reasonable standards. In addition, no vacancy may be filled through recruitment from outside the system unless school officials first determine that none of the displaced staff members is qualified to fill the vacancy.

3. In no event should teachers or administrators be assigned to positions for which they are not properly certified. If retraining is planned for the reassignment of staff in different positions or for upgrading of skills, the expense should be borne by the school system or some outside source, such as the Education Professions Development Act. Funds from Title IV of the Civil Rights Act of 1964 can be used for inservice training of staff to prepare them specifically for functioning in desegregated settings.

4. The salary of no employee should be reduced as a result of the implementation of the proposed plan of desegregation.

Statements of policies formulated with regard to the reassignment, new assignment, and promotion of staff should be distributed to all professional employees. Similar policy statements should also be distributed to nonprofessional staff.

5. In the reassignment of staff, sound personnel procedures should be practiced. Assignment of staff members to desegregated teaching situations should be made as early as possible in the spring of the school year preceding the new assignment. Along with this assignment process, meetings should be held with staff members to answer questions and clarify any new policies with regard to the desegregation of faculty.

V. EFFECTIVE DESEGREGATION

The problems faced by school officials during the desegregation process are numerous. Many are complex and require comprehensive analysis if adequate and lasting solutions are to be found. Most local school officials and their staffs have had little or no preparation for dealing with problems incident to desegregation. Also, it is often difficult for those most closely involved to give attention to specific details while maintaining an overall view of the many different aspects of the process. Personnel policy and deployment, curriculum content and organization, materials and resources, program planning, inservice teacher training, school-community relations, extracurricular activities, parent-teacher relations, evaluation, student grouping methods--these are just a few of the many areas which should be considered if a district is going to move smoothly toward a unitary school system.

The following checklists of specific factors may serve as a guide by which school officials and their staffs can assess their efforts to provide the best possible educational experiences for all students under their responsibility. They will aid school officials in planning for desegregation, in assessing activities already underway, and in moving from physical desegregation toward the more complex curricular changes required for effective integration. Each factor in the checklists may be assessed by placing a "no", "somewhat", or "yes" answer in the space provided to the left.

SCHOOL OFFICIALS:

_____ 1. Are the Board of Education and other local school officials providing active and progressive leadership toward the elimination of the dual school system?

_____ 2. Are local school officials carrying the major responsibility for school desegregation rather than depending upon the voluntary choices of parents and students ?

_____ 3. Is desegregation being carried out as fast as is administratively feasible, without unnecessary delay ?

_____ 4. Are school officials meeting with and involving representatives of local organizations, white and black, interested in education ?

_____ 5. Are positive steps being taken to keep the total community informed of major decisions, plans, and progress ?

_____ 6. Are efforts being made to take full advantage of all available technical assistance from local, State, and national sources ?

_____ 7. Does the Board of Education have a clear written policy of providing maximum education for each child ?

_____ 8. Are school officials doing the program planning necessary to provide each child with a maximum educational opportunity ?

_____ 9. Does the Board of Education have a policy which encourages all students, regardless of race, to participate fully in all of the activities of the schools ?

_____ 10. Are positive efforts being made to staff each school with qualified teachers of differing races and/or national origin ?

_____ 11. Are positive steps being taken to hire qualified minority-group teachers ?

_____ 12. Is the staff being prepared for school desegregation through inservice training programs ?

_____ 13. Is the district planning for staff and student human relations activities prior to desegregation ?

_____ 14. Is positive action being taken to avoid resegregation in classrooms and school activities after desegregation has taken place ?

_____ 15. Are curricular reforms necessary for successful desegregation being studied, developed and implemented ?

_____ 16. Are multi-ethnic and minority group materials available in the classrooms and the library ?

CLASSROOM TEACHERS AND OTHER STAFF :

_____ 1. Are you able to identify problems that block or hinder open and nonest communication between yourself and your principal, your fellow teachers, and your students ?

_____ 2. Do you inspire your students to respect one another and be open and honest in their communications with you and with other students ?

_____ 3. Do you read books or articles to increase your understanding of and sensitivity to the particular aspirations, needs, problems, and frustrations of minority or disadvantaged children ?

_____ 4. Do you take the initiative in dispelling prejudices, stereotypes and misunderstandings among students under your responsibility ?

_____ 5. Do you listen with an open mind to students and faculty members of other racial groups, even if their ideas are divergent from your own thinking ?

_____ 6. Do you strive to avoid expressions and actions which are offensive to members of other groups ?

_____ 7. Do you help to discourage or prevent patterns of informal discrimination, segregation, or exclusion of minority group members from school clubs, committees, and so forth ?

_____ 8. Do you utilize classroom techniques and methods, such as improvisational dramatics, role-playing, joint planning of programs by teachers and students, small-group sensitivity discussions, and analysis of group roles that will increase spontaneity and honesty of expression and an understanding of the dynamics of group interaction ?

_____ 9. Are you aware that group prejudices and antagonisms might be reinforced by homogeneous or ability grouping and have you taken steps to prevent this reinforcement ?

_____ 10. Are your teaching methods and materials appropriate for heterogeneous groups of students ?

_____ 11. Do you suspect that latent prejudices or stereotyped thinking may unfairly influence your discipline or evaluation of students ?

_____ 12. Do your outside reading assignments include accounts of all races ? If not, are you familiar with bibliographies containing such readings ?

_____ 13. Do you continually check with your school librarian to learn how much material of this type is available in your school library ?

_____ 14. Do you show Negro as well as white groups in your bulletin board displays ?

_____ 15. Do your classroom pictures of great people include Negroes as well as whites ?

_____ 16. Have you discarded pictures or posters that may reinforce Negro stereotypes or stereotypes of other minority groups ?

_____ 17. Do your pictures of cities include representatives of different cultural groups ?

_____ 18. Do you use magazine and newspaper articles relating to interracial experiences and problems that can be discussed in class for better human relations ?

_____ 19. Do you evaluate your textbooks to determine whether they contain fair and appropriate treatment of minority groups ?

_____ 20. Do you make efforts to overcome any deficiencies of your textbooks' treatment of minority groups ?

_____ 21. Do your students have opportunities to learn democratic skills and values by interacting in problem-solving groups ?

_____ 22. Do you encourage your problem-solving groups to concern themselves with problems in intergroup relations that have immediate relevance to their lives ?

_____ 23. Do you organize and present your material (units of work) to include contributions of minority groups and individuals ?

_____ 24. Do you visit or otherwise personally familiarize yourself with the families and communities of your students ?

_____ 25. Do you make efforts to involve the parents or guardians of your students in school activities ?

VI. PRESENTING COMPLETED DESEGREGATION PLANS

Any plan presented for adoption by a school system should contain the following elements:

1. The plan should satisfy all requirements of Title VI of the Civil Rights Act of 1964 and/or of the court. Approval should be obtained from these sources prior to presentation.

2. The plan should employ the most educationally sound technique(s) for the district.

3. The plan should be administratively feasible.

While school officials may want to negotiate the provisions of the plan with Federal technical assistance personnel in the area, it should be kept in mind that any negotiations for the purpose of official plan approval must be between the Office for Civil Rights (Title VI CRA) and/or the court and the school system.

The materials to be used in presenting the plan should be reviewed thoroughly before the presentation and should be organized in an orderly and coherent manner.

As a suggested format for the presentation:

1. Outline briefly, if necessary, the legal requirements for desegregation, including recent court decisions.

2. Distribute copies of the written plan to each person present.

3. Explain the desegregation plan in great detail, using maps, overlays, charts, overhead projector, and a detailed written description. For districts that are made up of several attendance areas, it is suggested that the presentation cover one area at a time.

4. Make educational recommendations that are pertinent to plan implementation. Explain the various sources of technical assistance available for plan implementation.

5. Make recommendations that are not only pertinent to short-range plan implementation, but that also deal with effective desegregation and prevention of resegregation.

APPENDIX

BUILDING INFORMATION

Name of School _____

Address _____

Name of Principal _____

Grades in School _____

Number of Permanent Teaching Stations _____

State Rated Capacity _____

Maximum Building Capacity (without portables) _____

Portable Classrooms _____ (Number) _____ (Capacity)

Temporary Classrooms _____ (Number) _____ (Capacity)

Current Student Enrollment _____ (White) _____ (Negro)

Total Student Enrollment _____

Number of Teachers Full time or Part time _____ (White) _____ (Negro)

White	Negro	Total
Full time _____	Full time _____	Full time _____
Part time _____	Part time _____	Part time _____

Other Professional Personnel _____ (White) _____ (Negro) _____ (Total)

ENROLLMENT BY GRADES

	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
W													
N													
Total													

BUILDING INFORMATION (Continued)

Number of Students Transported _____

Age of Building _____

Type of Construction _____

_____

Number of Acres in School Site _____

Number of Square Feet in Building _____

This building contains the following facilities: (please check)

Cafeteria _____

Gymnasium _____

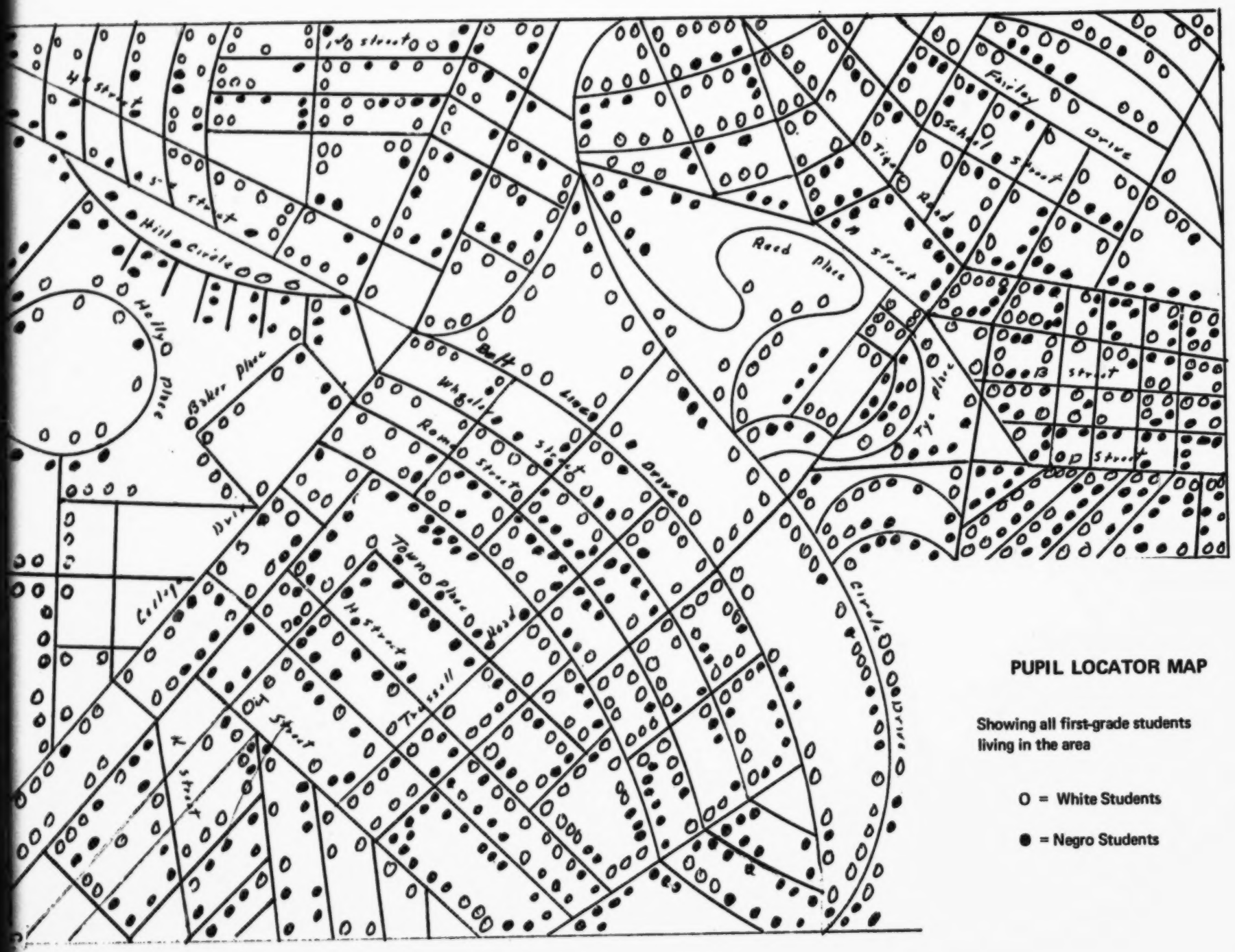
Library _____

Multipurpose room _____

Teacher lounge _____

Auditorium _____

Attach a list of the subjects and courses offered.



PUPIL LOCATOR MAP

Showing all first-grade students living in the area

O = White Students

● = Negro Students

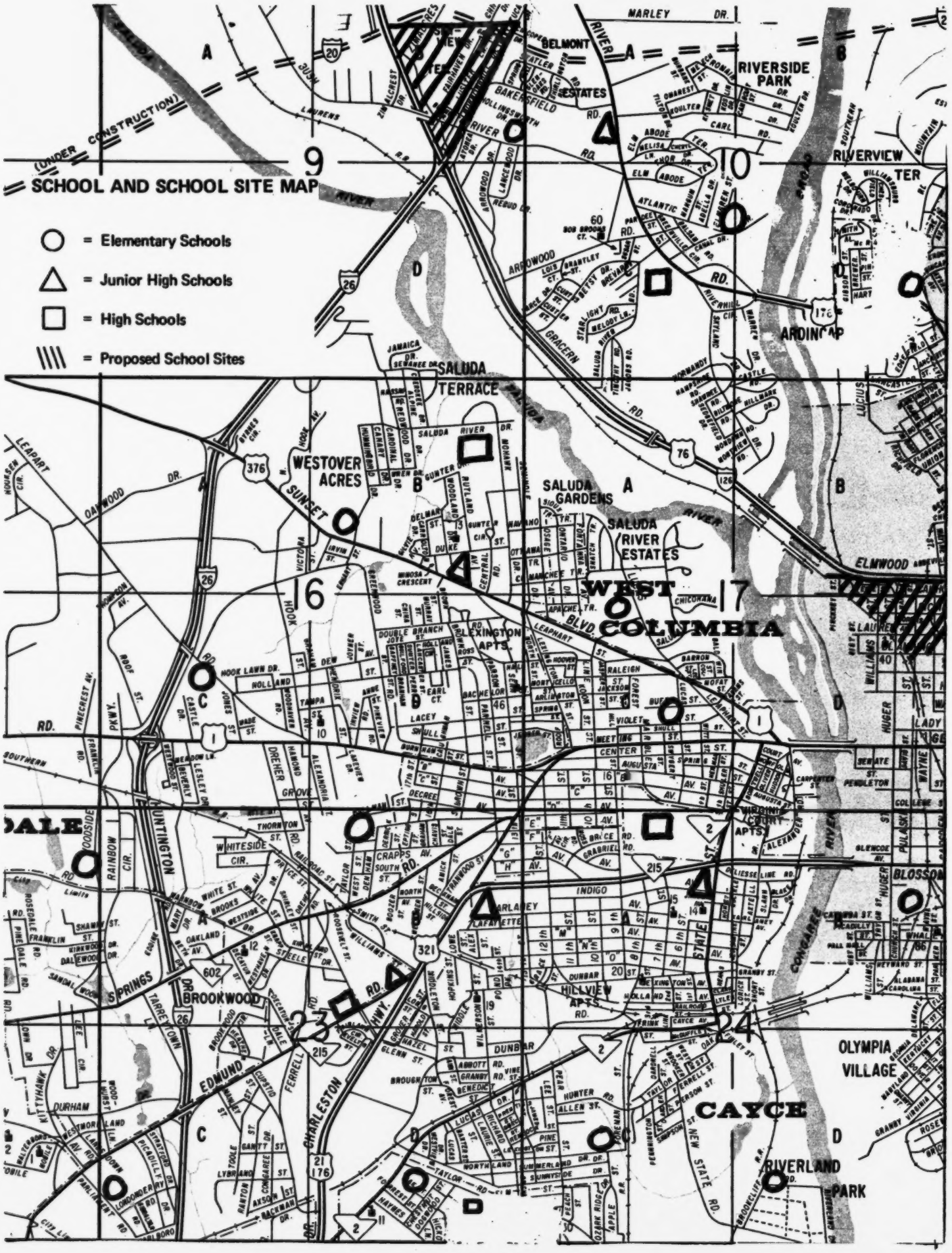
SCHOOL AND SCHOOL SITE MAP

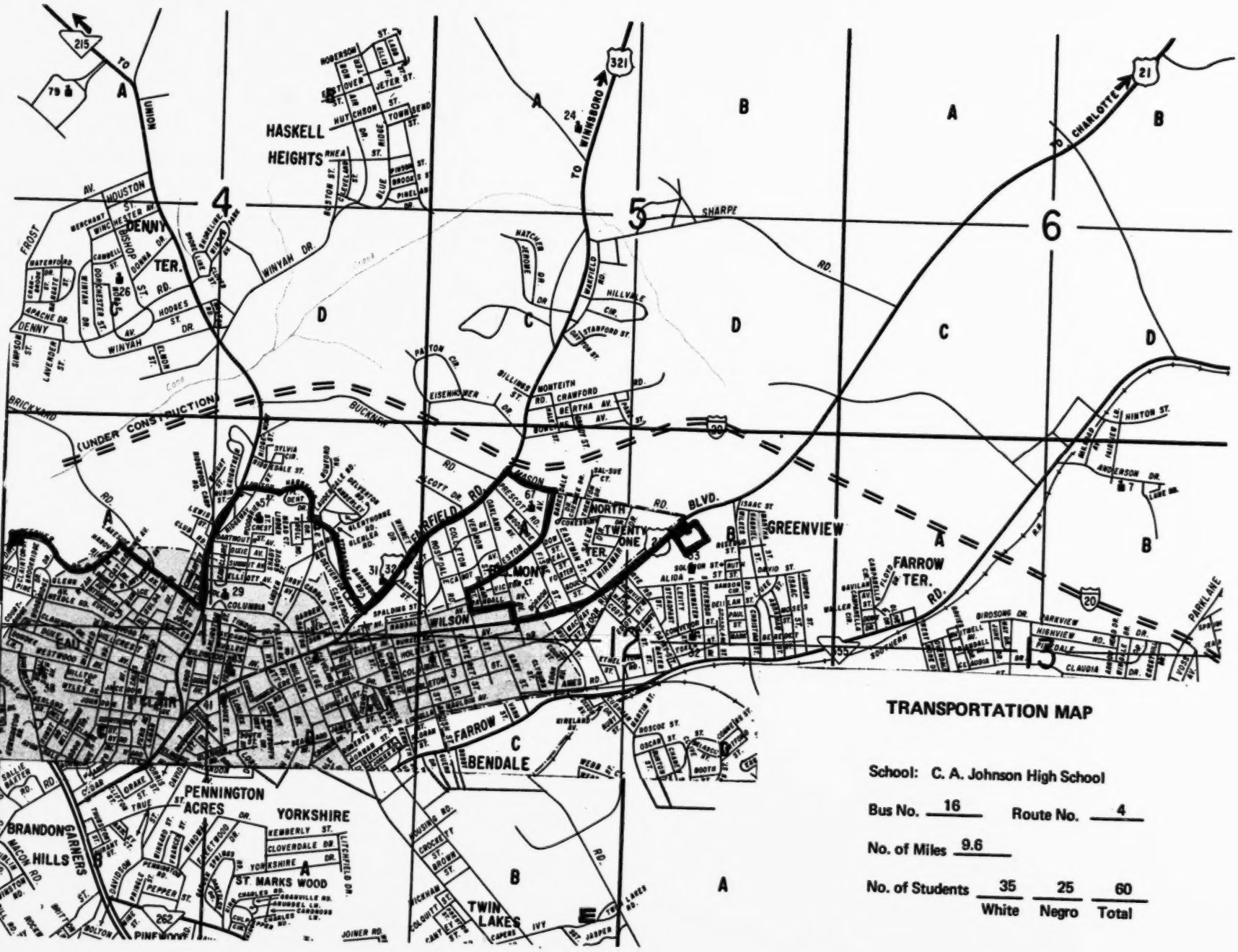
○ = Elementary Schools

△ = Junior High Schools

□ = High Schools

|||| = Proposed School Sites





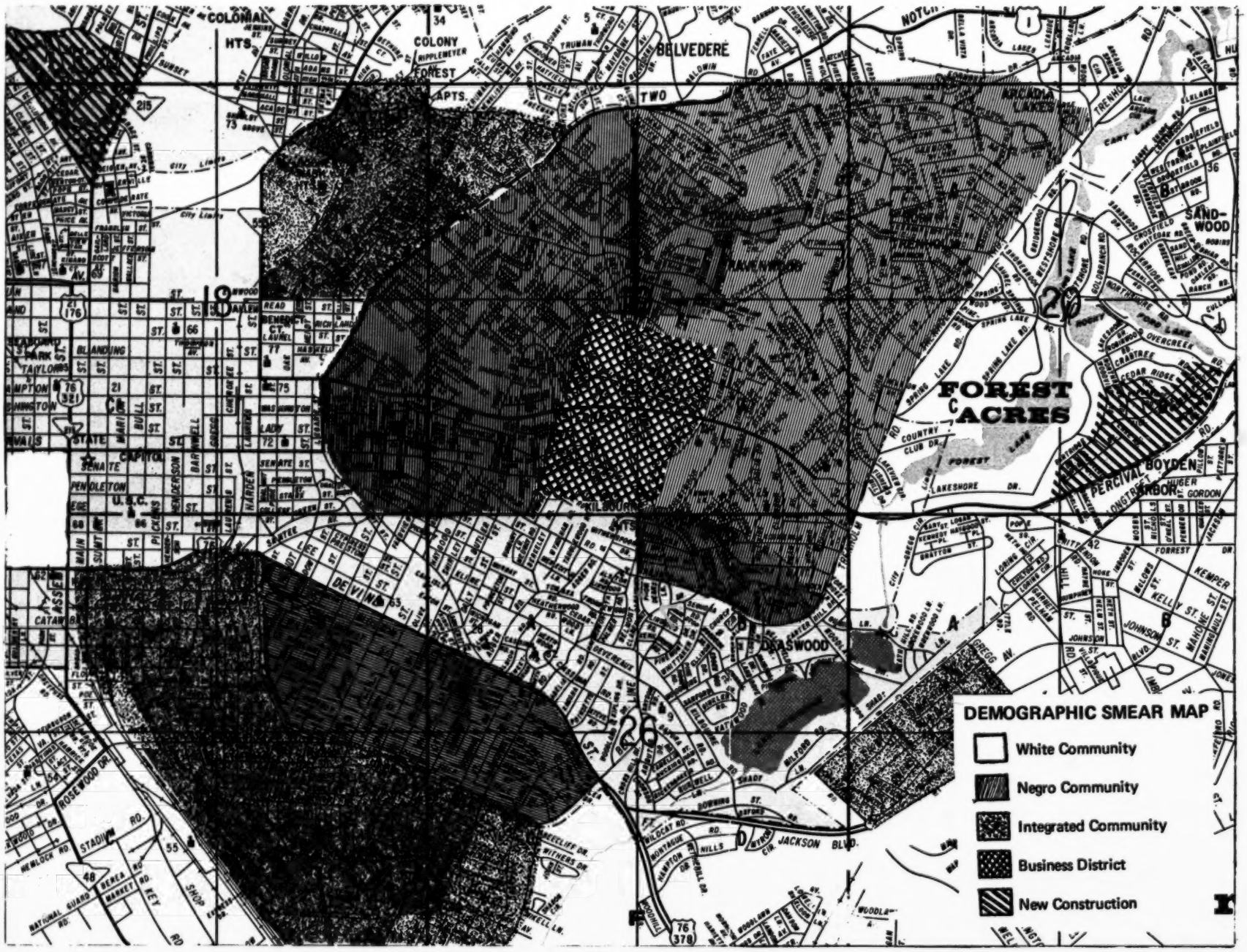
TRANSPORTATION MAP

School: C. A. Johnson High School

Bus No. 16 Route No. 4

No. of Miles 9.6

No. of Students	White	Negro	Total
	35	25	60


COLONIAL HTS
COLONY
FOREST APTS.
BELVEDERE
TWO
NOTCH
TRENHOLM
SANDWOOD
FOREST ACRES
COUNTRY CLUB DR.
LAKESHORE DR.
PERCIVAL
BOYDEN
HARBOR
HUGER
GORDON
DRASWOOD
JACKSON BLVD.
STATE CAPITOL
SENATE
U.S.C.
BLANDING
TAYLORS
ROSEWOOD DR.
STADIUM RD.
DEMOCRACY CT
LAUREL
DEVINE
DEVEREAUX
WILDCAT RD.
SPRING LAKE RD.
CROSSFIELD
WHITTAKER
DEMOCRACY
WESTMINSTER
COLEBRANCH
RD.
DRIVE
CIR.
LN.
AV.
ST.

CHECKLIST FOR RECOMMENDATIONS

Recommendations should be made concerning the following areas:

*Elementary Schools

*Intermediate Schools

*High Schools

School Plant Site Selection

Desegregation of Bus Routes

Faculty Desegregation

The Education Program

Training of Staff

*In some cases it may be more feasible to make recommendations concerning all the schools in an attendance area rather than one level of schools at a time.

SOURCES FOR TECHNICAL ASSISTANCE

For technical assistance in desegration, centers sponsored under Title IV of the Civil Rights Act now operate at the following universities and colleges:

Auburn University at Auburn, Ala.
University of South Alabama at Mobile, Ala.
Ouachita University at Arkadelphia, Ark.
University of Delaware at Newark, Del.
University of Miami at Coral Gables, Fla.
University of Georgia at Athens, Ga.
Western Kentucky University at Bowling Green, Ky.
Tulane University at New Orleans, La.
University of Southern Mississippi at Hattiesburg, Miss.
University of New Mexico at Albuquerque, N. Mex.
St. Augustine's College at Raleigh, N.C.
University of Oklahoma at Norman, Okla.
University of South Carolina at Columbia, S.C.
University of Tennessee at Knoxville, Tenn.
University of Virginia at Charlottesville, Va.

Technical Assistance programs sponsored under Title IV of the Civil Rights Act now operate in State departments of education in the following states:

California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, North Carolina, Ohio, Oregon, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Washington, and Wisconsin.

In addition, technical assistance personnel are located in the Division of Equal Educational Opportunities at U.S. Office of Education regional offices in Atlanta, Ga.; Charlottesville, Va.; Dallas, Tex.; and San Francisco, Calif.

Or call or write:

Division of Equal Educational Opportunities
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Telephone: 202/963-5836